

Unit Planning Guide: Grade 3 Unit 6 of 9

Unit Title: Opinions Matter: Pre-Revolution Boston	Pacing (Duration of Unit): 3 weeks 23-26
Grade: 3	Buffer Day(s):3

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open-ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

RF.3.3f Recognize and read grade-appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1b Provide reasons that support the opinion.

W.3.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

W.3.1d Provide a concluding statement or section.

W.3.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

WiDA Standards (ELL)

WIDA for English Language Learners

Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting

Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.

SL3.1 Engage effectively in a range of collaborative discussions (one on one, in groups and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL3.1d Explain their own ideas and understanding in light of the discussion.

SL3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1h Use coordinating (and, for, nor, but, or, yet, so) and subordinating (e.g., because, since, when, although) conjunctions.

L.3.1i Produce simple, compound, and complex sentences.

Meaning (*Mostly assessed through Performance Tasks/Assessments)

Big Ideas:

- Massachusetts was one of the 13 colonies ruled by the King of England who imposed a series of taxes that angered many colonists.
- Some colonists wanted to remain loyal to the King of England
- The Boston Massacre and the Boston Tea Party were important events leading to the American Revolutionary War.
- Colonists had different opinions: some wanted revolution and some wanted to remain loyal to the King of England.

Essential Questions: (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- What is a colony?
- Why do people rebel or fight for independence?
- How do you support your own opinion?

Acquisition (*Mostly assessed through traditional summative assessments)

Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

Students will know ...

- Academic and domain-specific vocabulary
- Reasons that colonists had for either rebelling or remaining loyal to the King.
- The elements of a written opinion piece.

Key Academic Vocabulary

Opinion
Perspective
Evidence
Colony
Rebellion
Loyalty
Revolution

Skills: The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

Students will be skilled at:

- Locating Massachusetts on a map of the 13 colonies.
- Identifying and analyzing various colonists' points of view about the rebellion.
- Writing opinion statements and supporting them with evidence from texts and other sources.